

Pupil premium strategy statement – Blatchington Mill School

Before completing this template, read the Education Endowment Foundation's [guide to the pupil premium](#) and DfE's [pupil premium guidance for school leaders](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	1632
Proportion (%) of pupil premium eligible pupils	21.4%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025 to 2028
Date this statement was published	20/12/2024
Date on which it will be reviewed	1/11/2025
Statement authorised by	Kate Claydon
Pupil premium lead	Alexis Crawford
Governor / Trustee lead	James Tulley/ Jim Henderson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£347,550
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£347,550

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

- *What are your ultimate objectives for your disadvantaged pupils?*
- *How does your current pupil premium strategy plan work towards achieving those objectives?*
- *What are the key principles of your strategy plan?*

At Blatchington Mill we want to ensure that those students who have been identified as disadvantaged make good progress and achieve GCSE results in line with or higher than our students who are not disadvantaged. We recognise that students who are identified as Pupil Premium may face multiple barriers to learning so when we consider additional support we also consider factors that include Special Educational Needs, English as an Additional Language, CiC/PiC, Social Worker involvement and students who are also Young Carers.

There are three key areas on which we focus in order to achieve improved outcomes for those who receive Pupil Premium and are underachieving.

High Quality Teaching

High Quality teaching is the most important factor in ensuring that students make the most progress. We ensure that those students identified as Pupil premium are made known to their teachers and provide easy to access information about their learning needs so teachers can carefully allocate seats and plan lessons that are both engaging and challenging. For PP students not making good progress we specifically ask teachers to focus on the following strategies:

- check in on them **first** in lessons and then regularly throughout the lesson
- check that they are on task as much as possible
- check they have completed homework each week and ensure they receive personalised feedback to help them improve
- provide support and resources for students to plan and do revision
- keep in touch with parents or carers

Our Assessment, Review and Planning process is well embedded and is carried out twice a year. As part of this teachers are asked to analyse and reflect upon assessment performance and progress for PP students. For each PP student not making good progress they are asked to detail a specific set of actions they will put in place to support them.

A robust process of QA is embedded across subject teams to ensure that planning, teaching and learning and assessment are in place for all classes and especially those students with barriers to learning.

As part of our directed time calendar we ask teachers to make academic phone calls each half term to the parents of PP students in order to increase parental engagement. We also make contact with families before Parents Evening in order to encourage them to attend and track attendance of PP families at school events. Research shows that parental engagement can significantly improve educational outcomes for disadvantaged pupils

We have a CPD programme which develops and embeds strategies that will support all students and especially PP students in the classroom. Our CPD programme this year focuses on improving literacy and uses the Great Teaching Toolkit to identify strategies and the Teacher Walkthrus to deliver them. We use NGRTs to track reading ages for all students so teachers are aware of PP students who have a reading age below their chronological age and ask them to use key literacy strategies to support these students.

Targeted academic support

Assessment and pastoral data for Pupil Premium students is regularly reviewed and allows us to provide targeted academic intervention when required. Outside of the classroom we use tutors and teachers to provide extra support lessons for students, particularly for numeracy and literacy. We also use SPARX reader to support students who are identified early on with literacy difficulties. We also provide a supported Homework club for our students each day after school and PP students are strongly encouraged to attend. All PP students in Year 11 are provided with the recommended Revision Guides and workbooks at the start of the academic year.

Wider strategies

All PP students have regular 1:1 mentoring sessions with their form tutor in which both academic and pastoral targets are set and reviewed.

We also employ a counsellor and engage other charities and organisations such as Off the Fence to support attendance and wellbeing, and prioritise PP students for this.

PP students are also prioritised for Careers Guidance and support.

Costs for trips and activities are also subsidised for PP students in order to encourage attendance and participation.

We also use a range of other strategies to support Pupil Premium students. These include:

- An attendance strategy to support improved attendance.
- Use a normative behaviour management approach to create a calm, purposeful school environment and tackle issues that prevent students who are Pupil Premium from excelling.
- Use of Google Classroom to ensure that all students have access to homework and revision resources even if they are learning remotely.

- The use of Alternative Provision where necessary to support students who need support beyond our school environment.

Here is a link to our [Behaviour Policy](#)

Here is a link to our [Attendance Policy](#)

These whole school approaches have been developed to ensure that all students make good progress and ensure that all staff take responsibility for the outcomes for all students but especially those who are disadvantaged. We choose to focus on strategies that have a record of success or that are likely to improve pupil outcomes based on evidence which may include:

- research into approaches in other relevant contexts (e.g. EEF's Teaching and Learning Toolkit, EEF' Guide to the Pupil Premium, relevant educational publications, educational journals and blogs),

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	The proportion of PP students who are SEN/EAL is greater than the proportion across non PP students. SEN for PP is 23.3% compared to 12.7% for non PP. EAL for PP is 21.9% compared to 9.7% for non PP.
2	Attendance for PP students (83.4%) is lower than for non PP students (91.6%). Persistent Absence for PP students is 41.4% compared with 19.2% for non PP.
3	Engagement with the school by parents of PP students is lower than for non PP. Attendance at Year 11 Parents' Evening for PP parents was 42.6% compared to 74% for non PP parents.
4	Data from NGRTs show that PP students tend to have a lower reading age compared to non PP students.

5	We know that the parents/carers of PP students may struggle to provide resources and a suitable environment to work in.
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Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
To improve progress for PP students.	The gap between progress made by PP students and non PP students will start to close.
To improve attendance for PP students	The gap between attendance of PP students and attendance of non PP students will start to close.
To improve engagement with the school so that parents of PP students attend school events	The gap between attendance of PP parents at school events and attendance of non PP parents at school events closes.
To improve literacy skills for PP students so that they have improved reading comprehension skills, improved use of high quality vocabulary and are better able to apply their knowledge to questions that require extended writing	The gap between progress made by PP students in English and other literacy based subjects and progress made by non PP students will start to close.
To improve participation in extra curricular activities including attendance at homework club.	The proportion of PP students attending extra curricular activities increases.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 19,716

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD – Literacy training on planning for students with lower reading ages and independent projects related to reading and literacy. This focuses on the use of the Great Teaching Toolkit to identify strategies and the use of Teacher Walkthru's to deliver them.	This focus will support high quality teaching especially for PP students. EEF Guide to the Pupil Premium (2022) tiered approach to school improvement recommends CPD to support High Quality Teaching (EEF Guide to professional development) (2021)	1, 4
R&P - This ensures teaching staff can focus on strategies that support high quality teaching for PP students.	EEF Guide to the Pupil Premium (2022) tiered approach to school improvement recommends robust identification of barriers with clear implementation, monitoring and evaluation	1, 4
QA - This ensures that planning, teaching and learning, and assessment and feedback are high quality.	EEF Guide to the Pupil Premium (2022) tiered approach to school improvement	1, 4
Assessment - Principles of assessment reviewed and used to ensure assessments are fit for	EEF Guide to the Pupil Premium (2022) tiered approach to school improvement	1, 4

purpose and best quality. EEF Guide to the Pupil Premium (2021) tiered approach to school improvement		
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 145,750

Activity	Evidence that supports this approach	Challenge number(s) addressed
Tutoring – this may be 1:1, 1:2 or even in small groups	EEF Guide to the Pupil Premium (2022) tiered approach to school improvement promotes tuition as a key strategy for raising attainment. NTP ‘Best evidence for tutoring practice in School’(2021). Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one and in groups. One to one tuition EEF (education endowment foundation.org.uk)	1, 4
Structured Interventions to support literacy and numeracy including the use of digital online programmes Sparx Reader	EEF Guide to the SEND (2022) promotes interventions for literacy and numeracy as a key strategy for raising attainment.	1, 4
Homework club	Provides a supportive learning environment with teachers who can provide general and subject specific expertise.	5

GCSE Revision Guides and Workbooks	Use of recommended revision guides to support study	5
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 182,084

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 Mentoring with Form tutor to set and review pastoral and academic targets	Addressing Educational disadvantage -Social, Emotional and mental Health (Rowland, 2021)	1, 2, 3, 4
Structured Interventions to support attendance and wellbeing. For example: Counsellor from Dialogue, Off the Fence, Anxiety support groups	These support students using staff trained to support with Mental Health and Wellbeing issues. EEF 'Putting evidence to work'(2019) guidance document recommends a staged implementation of interventions with robust diagnosis processes. Addressing Educational disadvantage -Social, Emotional and mental Health (Rowland, 2021)	2
Subsidised costs for trips and activities	This encourages participation and involvement.	3
Attendance Officer	Uses focussed strategies to support students and families with attendance. Embedding principles of good practice set out in DfE's Improving School Attendance advice 3	2

Alternative Provision	Used where behaviour in school is having an impact on education and wellbeing of themselves and other students with a view to reintegrate.	1, 2
Careers Adviser	Students at KS4 are given guidance to support transition to Post 16 and we ensure PP students have a structured pathway. Post 16 destinations - 2, 3 9 Gatsby Benchmarks 100%	1, 3
Support for Meals	School contribution to supermarket vouchers sent during school holiday periods to vulnerable students School contribution to increased allowance for free school meals as agreed by governors	

Total budgeted cost: £347 550

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

	Blatch - Non PP students		Blatch - PP students		Gap	
	2024	2023	2024	2023	2024	2023
Cohort no.	262	273	53	52		
Performance measures						
Attainment 8	54.1	51.8	42.3	38.4	11.8	13.2
Progress 8	0.28	0.11	-0.07	-0.49	0.35	0.60
5+ English & Maths	64%	54%	42%	27%	22%	27%
4+ English & Maths	83%	78%	62%	44%	21%	34%
EBacc 5+	30%	19%	13%	8%	17%	11%
EBacc 4+	40%	30%	23%	19%	17%	11%
EBacc entry	55%	56%	42%	44%	13%	12%
EBacc average point score	4.96	4.67	3.83	3.4	1.13	1.27
Additional measures						
7+ all subjects	17%	24%	14%	16%	3%	7%
4+ all subjects	84%	78%	67%	56%	17%	22%

The gap between non PP and PP students has significantly decreased across all key performance measures except Ebacc 4+/ 5+. It is worth noting that the National Attainment 8 score was 45.9 and the National percentage of students achieving English and Maths at 5+ was 45.9% so our PP students were only slightly behind this. For PP students the National Attainment 8 score was 34.5 and the National percentage of students achieving English and Maths at 5+ was 25.8% and our PP students were significantly above this.

Unfortunately the attendance and PA figures for PP students are showing a slight decrease in attendance and a slight increase in PA overall. The gap between PP and non PP students has also increased for all year groups except for Year 7 so attendance continues to remain a significant focus.

	Blatch - PP		Blatch - non PP		Gap	
	Dec 2024	Dec 2023	Dec 2024	Dec 2023	Dec 2024	Dec 2023
Attendance Year 7	90.4%	89.3%	94.3%	94.4%	3.9%	5.1%
PA Year 7	41.3%	42.4%	14.5%	12.7%	26.8%	29.3%

Attendance Year 8	85.7%	85.0%	92.9%	92.9%	7.2%	7.9%
PA Year 8	51.4%	41.8%	23.7%	17.3%	27.7%	14.5%
Attendance Year 9	82.8%	82.1%	91.8%	92.6%	9.0%	10.5%
PA Year 9	46.8%	47.6%	20.4%	21.3%	26.4%	26.3%
Attendance Year 10	84.3%	81.9%	92.4%	92.1%	8.1%	10.2%
PA Year 10	48.4%	44.1%	20.2%	21.4%	28.2%	22.7%
Attendance Year 11	79.3%	82.0%	90.1%	90.3%	10.8%	8.3%
PA Year 11	60.6%	48.3%	26.4%	21.2%	34.2%	27.1%

Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:

- *Data from the previous academic year's national assessments and qualifications, once published.*
- *Comparison to local and national averages and outcomes achieved by your school's non-disadvantaged pupils (a note of caution can be added to signal that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).*
- *Information from summative and formative assessments the school has undertaken.*
- *School data and observations used to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing*

You should state whether you are on target to achieve the outcomes of your strategy (as outlined in the Intended Outcomes section above) and outline your analysis of what aspects of your strategy are/are not working well.

If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.